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Utah State University

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**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Utah State University

Proposed Program Title: Communication Studies

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Languages, Philosophy and Communication Studies

Classification of Instructional Program Code¹ : 09.0100

Min/Max Credit Hours Required of Full Program: 33 / 33

Proposed Beginning Term²: Fall 2018

Institutional Board of Trustees' Approval Date: 05/04/2018

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Edward M. Reeve

Date: May 8, 2018

☒ I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Program Description - Full Template**

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Communication Studies effective Fall 2018. This program was approved by the institutional Board of Trustees on 05/04/2018.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Masters' degree in Communication Studies is a face-to-face program focused on understanding how communication in human interaction can build relationships that enact positive interpersonal, organizational, and social change. Graduates of this program will be able to apply their skills and disseminate their knowledge in ways that enable greater collaboration and cooperation in a variety of contexts, whether they enter the workforce upon graduation or enroll in a Ph.D. program.

The proposed Master's degree in Communication Studies has a two-fold purpose. First, the degree will enhance students' personal career objectives by preparing them to advance in careers that highly value communication skills in managing conflict, building cooperative relationships and teams, and facilitating positive change. This training will be important as students either enter the workforce or begin a doctoral program. The analytical research skills and in-depth immersion into the dynamics of specific communication contexts will help graduates better understand their own experiences, make purposeful choices in their interactions with others, and prepare them to improve the settings in which they work.

Second, the degree will also train students to impart the knowledge they gain to others. One of the key benefits of this program is that it is designed to instruct students to teach, train and write with the goal of sending out Master's students who can help improve others' relationships and work/community environments. Whether the new graduates share their knowledge through continuing to research and teach in this area or by working in their local communities and organizations to train and inform others, the goal of learning how to effectively communicate knowledge to others is one of the primary purposes of this program.

Learning Outcomes:

- Students will be able to assess and research interpersonal, organizational, and societal situations from many points of view.
- Students will be able to facilitate new and dynamic perspectives for others through work that translates research findings in communication studies into practical knowledge and skills.
- Students will be prepared to create new communication strategies, messages, interventions, and/or training programs to facilitate positive change.

Students will obtain either a Master of Science (M.S.) or Master of Arts (M.A.). Traditionally in the field of Communication the M.A. and M.S. degrees are separated only in that the Master of Arts degree requires

competence in a second language (for example the University of Utah's has this same distinction between their M.S. and M.A. degree). Students in the M.A. track must demonstrate competence in a second language at the 2020 level. Students typically select the M.A. track when their research requires knowledge of a second language.

In addition, students will be able to follow either the Plan A or Plan B options laid out in USU's Graduate School program. The Plan A program involves a traditional thesis that will require the student to engage in original research that contributes new knowledge to the discipline's field of knowledge. The Plan B program will require the student to take an additional regular graduate course and complete a paper through three credits of directed study that provides an extensive review of past research on a particular topic within the communication studies field or documents and reflects on an approved project relevant to work done in the field of communication studies.

Graduate students will enter and work through the program in cohorts. Research, teaching, and professional development courses will be taught in a set sequence over four semesters that each year's cohort will take together. Seminar courses will also be taught in a sequence over four semesters with two cohorts combined for each course. This will provide community and mentoring for both cohorts (see below for course titles and sequence). Students can also choose to have one elective course from another graduate program count as a seminar in a given semester if that course meets particular needs for the student's program of study.

Required Classes - 33 Total Credits

- Introduction to Graduate Studies - 1 credit
- Teaching Practicum - 1 credit
- Professional Development - 1 credit
- Communication Studies Research I -3 credits
- Communication Studies Research II -3 credits
- Communication Pedagogy - 3 credits
- Seminar on Interpersonal and Relational Communication - 3 credits
- Seminar on Social Influence - 3 credits*
- Seminar on Facilitating Change - 3 credits*
- Seminar on Community and Cultural Communication - 3 credits*
- Seminar on Organizing and Advocacy - 3 credits*
- Plan A: Thesis Hours - 6 credits
- Plan B: Three Project Hours and an Additional Graduate Class - 6 credits

A student may substitute one of the four seminars marked with a * with a graduate level course from another program with the approval of their graduate committee.

----- *A sample two year course plan:*

Fall (year 1) 10 Credits

Introduction to Graduate Studies - 1 (one-week course taught before fall classes begin)

Communication Pedagogy - 3

Communication Studies Research I - 3

Seminar on Interpersonal and Relational Communication - 3

Spring (year 1) 7 credits
Communication Studies Research II - 3
Seminar on Social Influence - 3
Teaching Practicum - 1

Fall (year 2) 7 credits
Seminar on Facilitating Change - 3
Seminar on Community and Cultural Communication - 3
Professional Development - 1

Spring (year 2) 9 credits
Seminar on Organizing and Advocacy - 3
Thesis Hours tied to Plan A - 6
Or additional elective graduate class and three project hours - 6

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The Master's program in Communication Studies fits well within the land-grant mission of Utah State University. Utah State seeks to reach out to communities throughout the state to make the lives of our constituents better. The goal to help students learn how to expand the knowledge they receive by learning how to effectively spread the understanding and skills associated with communication studies seems a natural fit for a land-grant institution. In addition, Utah State's mission statement includes cultivating "diversity of thought and culture," and the program is purposefully designed to promote this by encouraging multiple theoretical perspectives and research methodologies.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The decision to propose a Master's program in Communication Studies was a collaborative process involving faculty, students, and many administrative levels. Communication skills are noted in every list of top skills employers are looking for from college graduates. However, the need for communication skills and competence goes well beyond the workplace. In every community and in every relationship communication is at the heart of whether or not people are able to accomplish their goals.

Undergraduates in communication studies also recognize the applicability of and great need for the development and practice of communication competence in today's society, especially for many of the most pressing and complex challenges in society. This is one of the consistent themes in the exit interviews with students in the undergraduate Communication Studies program at USU. Many also express a desire to continue their studies in a Master's program here at Utah State University. This graduate program will allow us to continue to serve students' needs and the communities of Utah in ways that make a positive difference in the workplace, in families, and in a variety of other relationships. And as communication-focused masters programs at others institutions (e.g., Utah, Weber State, Southern Utah) have overwhelming demand and other state institutions do not have communication graduate studies (e.g., Dixie State, Utah Valley), this program will fill a need for students at other state institutions as well.

One of the biggest benefits of the proposed program is that it not only helps the students within the program to develop their knowledge and abilities in this area, but it teaches them how to effectively spread these skills and information to others, greatly expanding the impact of the program. Indeed, many of the students in the program will have the opportunity to be a graduate instructor. Given the large undergraduate demand for Communication Studies courses at USU, the graduate instructors will have excellent opportunities to teach. This will be a positive outcome for both the undergraduate and graduate students in the Communication Studies program.

The proposed Master's program will have several benefits. As outlined in the section on collaboration with and impact on other USHE institutions the program will provide another communication-related graduate program within the state that complements the other programs in the USHE system and provides an increased capacity for developing advanced expertise in communication for the students seeking higher education in the state of Utah. This program will also increase the undergraduate teaching capacity of the Communication Studies program at USU, helping alleviate significant student demand and providing important teaching and professional development opportunities for the graduate students. Finally, the graduate students in this program will provide synergy and support for existing faculty research programs, particularly for those faculty members seeking external research funding.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Communication Studies graduate program will not train students for just one particular job. According to a report in CNN Money, students will switch jobs four times before they are 32 years old. In addition, "Today's college grads don't just change jobs, they often switch into entirely different industries" (<http://money.cnn.com/2016/04/12/news/economy/millennials-change-jobs-frequently/index.html>). Instead of preparing students for one profession, this program will provide students with a wide variety of skills, knowledge and competencies that can be used in any capacity. For example, communication and communication-related skills, such as conflict management, oral presentations, collaborative problem-solving, teamwork, written communication, interacting positively with diverse populations, and facilitating change, are all in great demand in the workplace. As programs look to robot-proof jobs for their students for the next decades, economist Mariano Mamertino in Business Insider states, "occupations which will be harder to automate 'often involve managing and developing people' and 'decision-making and strategic planning, or creative work,'" all of which will be emphasized in graduate program being proposed (<http://www.businessinsider.com/careers-that-are-safe-from-automation-2017-5/#chef-18730-per-year-1>). The need to teach and develop these interaction skills is further highlighted by the following quote found in Fortune, "The hardest activities to automate with the technologies available today are those that involve managing and developing people (9% automation potential), where expertise is applied to decision-making, planning, or creative work (18%), or interacting with customers, suppliers, and other stakeholders (20%)." <http://fortune.com/2016/07/11/skills-gap-automation/>. In addition, the Graduate Management Admission Council's (the GMAC administers the GMAT exam used for graduate admission to a variety of graduate programs) survey of nearly 600 employers revealed "what they want most from new graduate business hires --they want people who can speak well, write well, listen to others, present well, sell ideas to others, and negotiate with others in the course of running a business --in other words, **they want**

communicators, with a capital C” (<http://www.mba.com/us/the-gmat-blog-hub/the-official-gmat-blog/2014/aug/employers-want-communication-skills-in-new-hires.aspx>). In addition to the corporate world, education, government agencies, and many other organizational entities are looking for people who have developed expertise in communication and can help research and teach this important, valuable knowledge. There is always a need for people who can facilitate improved communication.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The Communication Studies program has one of the highest demand levels at Utah State University; it has averaged 449 students on the online waitlists each semester for the last three years. It routinely has more students on the upper-division waitlists than any other program at USU. There is strong student interest in and demand for a Master's program in communication studies among past and current majors. Informally, students have consistently asked to have a Master's program in communication studies created at USU. In February, 2017 the department sent out a more formal e-mail to the advanced undergraduate students and recent graduates from the past three years. Of the current students 53% were definitely interested, 31% would possibly be interested, and 16% said they were not interested in a graduate program. Similar results occurred with the alumni survey, with 67% indicating some interest in exploring a new graduate program. This is a high level of interest and corroborates the 2017 data published by the American Academy of Arts & Sciences (<http://humanitiesindicators.org/content/indicatordoc.aspx?i=34>) which shows that nationally the number of bachelor's degrees in communication has doubled in the last twenty years and that since 2014 there has been more graduates in communication studies than in any other discipline in the humanities. One of the findings of the report notes that “There is one single bright spot among the humanities departments: communication, which broke into the lead for the first time, capping decades of growth.” The student demand for graduate programs in this area is strong and is clearly growing.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There are other graduate programs in the broad area of communication in the USHE system. Each one is unique and the strong and growing demand justifies the establishment of one at Utah State University, the land grant institution of the state. The University of Utah has a Ph.D. and a Master's program in Communication. According to the program's website their Master's program is “designed as a research program” that takes two years to complete. Southern Utah University has a Master of Professional Communication (MAPC). According to the published graduate handbook, this “degree responds to a very strong and well documented market demand for applied programs of advanced study for communication practitioners.” Finally, Weber State University also has a Master of Professional Communication (MPC). This is a program that has a “new and emerging media emphasis.” Utah State University has an M.A. in Communication that is taught in the Department of Journalism and Communication, but this program has been dormant for more than a decade. This program has traditionally taught media production and journalism. Although the word “communication” is used in the title of both programs, they are very different

in terms of focus, method, and outcomes. The existing program is focused on using various media/communication channels to report on news and deliver information. The program being proposed here is focused on understanding direct human interaction and facilitating relationships that make a difference in both public and private settings. The demand locally here at Utah State, within the state of Utah, regionally in the Mountain West, and nationally suggest that the addition of this program will be valuable for students in Cache Valley and complementary to the valuable Communication Studies programs that currently exist in the state.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Similar to other graduate programs in the state, this program will be independent, but cooperative with other programs. There are plenty of students with an interest in this area, so that the addition of another Master's level program will be beneficial and will not negatively impact other schools. It is often a very valuable and wise thing for a student to go to another institution than the one from which they got their Bachelors' degree from to do their graduate work. The exposure to additional perspectives and ideas that comes from working with an increased number of faculty can be very beneficial. Given the number of students going through communication studies programs we plan to continue to send USU students to other institutions in the state and to have students come here from other state schools as well.

The University of Utah's M.A. program is the most similar to the current proposal. While visiting in June with the then Department Head at the University of Utah, Kent Ono, he noted that USU's proposal was "great news" and he noted, "We do have some Master's students each year who join us, but the preponderance of graduate students we have are doctoral students. We have a competitive international pool of applications for the Ph.D. each year, and we look forward to receiving applications from your new Master's students, when you have them." The incoming Department Head at the University of Utah, Danielle Endres, has expressed that she is equally supportive.

This is not a professional degree as defined by USHE. Students have the option of doing an M.A. or M.S., depending upon their language background, so there will not be a competition with the two professional programs at Weber State and Southern Utah University. In visiting with the Department Head at Weber State, Sheree Josephson, she noted that they have recently increased the number of students they are accepting each year due to the large demand for this program. She was fully supportive of the new program at USU.

The proposed program should also be a nice addition for other programs in the state that currently do not offer graduate programs in this area. For example, the Department Head at Dixie State, Brent Yergensen, indicated that USU's proposed new program was "fantastic news." The Department Head at Utah Valley University, Janet Colvin, was supportive. Arthur Challis the Department Chair at Southern Utah University was also very supportive. They have close to 70 students in their Master's program at SUU and there exists an ongoing supportive relationship that will continue with this additional program.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The program was developed by the Communication Studies faculty at Utah State. No external consultants were used, but a review of similar programs in the region and across the university's peer institutions was conducted. There is no accrediting body in this discipline and no professional accreditation to attain.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Nationally, Master's programs in Communication Studies typically range from 30 to 36 credits. For example, the range of credits required in Communication Studies programs at Utah State's peer institutions ranges from 30-36 credits with an average of 33 credits required. The proposed plan requires 33 credits and thus aligns with the standards and expectations found nationally in Communication Studies. The proposed Master's program also aligns with the standards and number of credits of other degree programs granting Master's degrees at Utah State University and in the USHE system.

Admission Requirements

List admission requirements specific to the proposed program.

In accordance with Utah State University requirements, all students wishing to pursue graduate study must apply for admission directly to the USU School of Graduate Studies. This process requires the submission of an application fee, letters of recommendation, letters of intent, CV/Resume, GRE scores, and transcripts. Completed applications for the new program will be forwarded to the Languages, Philosophy & Communication Studies Department for review. Graduate students will then be selected on a competitive basis by a committee of faculty within the Communication Studies program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Utah State is very well situated to offer this graduate program. The department at USU has established senior scholars in the field, active research programs for all of the faculty, a research lab (Family Communication and Relationship Lab), and extremely high student demand all of which suggest that USU is ready to offer an excellent Master's program in Communication Studies. In addition, the institution has already demonstrated support by setting aside money for future graduate instructors and new hires in key areas of study. The Communication Studies program is a very successful program that is looking to extend its tradition of excellent education.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The Communication Studies program is one part of a much larger department. Please note: the numbers in parentheses and bolded in the following chart are specific to the Communication Studies program. The larger numbers relate to the department as a whole. The program has already been approved to make the two hires noted in the chart. All of the full-time faculty members have excellent records in terms of teaching and research, with most of them regularly ranked in the top 10 percent of the nation based on the IDEA student assessment national data base.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The Department of Languages, Philosophy, and Communication Studies has five staff members and does not anticipate the need to hire additional staff in the administration of the proposed major. The proposed program should help the undergraduate program in communication studies as the new graduate instructors will be able to increase the numbers of courses USU can offer the students.

Student Advisement

Describe how students in the proposed program will be advised.

All students will initially be advised by the Communication Studies Graduate Director. This responsibility will then shift and be shared with other faculty as each student obtains a committee chair and two additional committee members from among the departmental faculty. Utah State's Office of Research and Graduate Studies also provide some general advising services.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Utah State University's Merrill-Cazier library already offers excellent resources that supports faculty research. Graduate students will use these same resources. No additional resources are needed.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program goal is three-fold: The faculty seek to create a learning environment that (1) fosters knowledge through understanding and producing research specific to the role of communication in human interaction; (2) improves the students' abilities to share communication specific knowledge effectively with others; and (3) helps students to move forward with their own career goals through graduate study or professional employment.

The program faculty will track the program success and provide evidence that this three-fold goal is being met by the following:

1. Keeping a record of all published or publicly presented work involving the graduate students in the program. Students will be expected to participate in the creation and dissemination of information on a yearly basis. This information will be reviewed at the end of each academic year.
2. As most of the students will have teaching assignments through graduate assistantships, student evaluations for each graduate instructor will be tracked. The same national database that Utah State uses to assess its own faculty will be used as once source of feedback for how well students are learning to effectively share their knowledge. It is expected that students in the program will consistently be ranked above average in these scores. In addition, full-time faculty will conduct teacher or presentation observations of each graduate student each year.
3. A record will be kept of where alumni go after graduation, with the expectation that each graduate will be able to meet their personal career goals either through employment or ongoing graduate work. The goal is to maintain a rate of 85% employment or graduate work for all graduates within their first year after graduation.

The program will be successful as each graduate student is actively involved in disseminating research, consistently scoring in the top half on course evaluations, and moving forward successfully with their own professional goals upon graduation.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The assessment plan for the Master's degree in Communication Studies is focused on the skills and knowledge that will promote the following learning outcomes:

1. Students will be able to assess and research interpersonal, organizational, and societal situations from many points of view.
2. Students will be able to facilitate new and dynamic perspectives for others through work that translates research findings in communication studies into practical knowledge and skills.
3. Students will be prepared to create communication strategies, messages, interventions, and/or training programs to facilitate positive change.

At the end of each academic year the faculty will meet together to review the progress of each graduate student regarding their progress on each of the three objectives noted above. The students will be assessed using rubrics that correspond to the outcomes noted above. These rubrics include communication rubrics adapted from the VALUE rubrics designed by the Association of American Colleges & Universities (which is recommended by the National Communication Association).

Each student completing their first year in the program will receive specific feedback on what they are doing well and what they need to work on.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
<input type="radio"/>	<input type="radio"/>	CMST 6000	X	Introduction to Graduate Studies	1
<input type="radio"/>	<input type="radio"/>	CMST 6010	X	Professional Development	1
<input type="radio"/>	<input type="radio"/>	CMST 6050	X	Seminar on Teaching Communication	3
<input type="radio"/>	<input type="radio"/>	CMST 6055	X	Teaching Practicum	1
<input type="radio"/>	<input type="radio"/>	CMST 6100	X	Communication Studies Research I	3
<input type="radio"/>	<input type="radio"/>	CMST 6200	X	Communication Studies Research II	3
<input type="radio"/>	<input type="radio"/>	CMST 6200	X	Seminar on Interpersonal and Relational Communication	3
<input type="radio"/>	<input type="radio"/>	CMST 6300	X	Seminar on Community and Cultural Communication	3
<input type="radio"/>	<input type="radio"/>	CMST 6400	X	Seminar on Social Influence	3
<input type="radio"/>	<input type="radio"/>	CMST 6500	X	Seminar on Organizational Leadership and Advocacy	3
<input type="radio"/>	<input type="radio"/>	CMST 6600	X	Seminar on Facilitating Change	3
<input type="radio"/>	<input type="radio"/>	CMST 6970	X	Thesis (If doing Plan A this course is required)	6
<input type="radio"/>	<input type="radio"/>	CMST 6920	X	Directed Study (this will be required if Plan B is chosen)	
Required Course Credit Hour Sub-Total					33
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
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<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Choose of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Elective Credit Hour Sub-Total					0

		Course Number	NEW Course	Course Title	Credit Hours
Core Curriculum Credit Hour Sub-Total					33

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

If Plan A is chosen the student will take six hours of thesis credits. If Plan B is chosen the student will take 3 credits of directed study and an addition 3 credit graduate course offered within the university. The course must compliment the student's program of study and be approved the the student's graduate committee.

In addition, if approved by the student's committee one of the seminar classes listed above may be substituted with another three credit graduate level course.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	24	10	4	
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	1		8	
Faculty: Part Time with Masters				
Faculty: Full Time with Baccalaureate				
Faculty: Part Time with Baccalaureate				
Teaching / Graduate Assistants			10	
Staff: Full Time			4	
Staff: Part Time			1	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	John	Seiter	T	Ph.D.	University of Southern California	30	
	Jennifer	Peeples	T	Ph.D.	University of Washington	50	
	Bradford	Hall	T	Ph.D.	University of Washington	20	
	Matthew	Sanders	T	Ph.D.	University of Colorado	30	
	Jason	Gilmore	TT	Ph.D.	University of Washington	10	
	Kristina	Scharp	TT	Ph.D.	University of Iowa	40	
	Timothy	Curran	TT	Ph.D.	University of Georgia	40	
	Clair	Canfield	O	M.A.	University of Montana	20	Lecturer
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		1	1	Ph.D	30 / 10
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////	10	N/A	N/A
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	542	548	564	576	584	584
# of Majors in Proposed Program(s)						
# of Graduates from Department	108	108	114	120	128	128
# Graduates in New Program(s)		6	12	14	14	
Department Financial Data						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$4,472,913	\$218,408	\$280,216	\$311,120		
Operating Expenses (equipment, travel, resources)	\$181,756					
Other:						
TOTAL PROGRAM EXPENSES		\$218,408	\$280,216	\$311,120		
TOTAL EXPENSES	\$4,654,669	\$4,873,077	\$4,934,885	\$4,965,789		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$218,408	\$280,216	\$311,120		
Appropriation	\$4,654,669					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$218,408	\$280,216	\$311,120		
TOTAL DEPARTMENT FUNDING	\$4,654,669	\$4,873,077	\$4,934,885	\$4,965,789		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The main new expenses for the program involve hiring one new tenure track assistant professor and one new full-time lecturer, and, over the span of three years creating funding for ten new graduate instructors. The first year of the program, four graduate instructors will be hired. In the second year four more will be added for a total of eight graduate instructors. Then the third year two more assistants will be added for a total of ten graduate instructors. There will also be minor expenses related to recruiting and some of the paperwork, but these expenses can be managed without any new funds. The impact on other programs should be minimal as the base budget items already support the necessary infrastructure for a program in Communication Studies.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The support for this program involves internal reallocation. Increased enrollment should also help support this program. For the last three years the Communication Studies program has had a combined course waitlist of over 400 students every semester. The graduate instructors will be able to improve USU's ability to be responsive to this demand and provide additional tuition money to support the program. Approval has already been given through the college office to hire both the new assistant professor and the new lecturer. The search for the new assistant professor is underway and. Funds have been transferred to the college from the Provost's office for the first year of funding for the graduate instructors. The university has a high demand for communication studies courses and funding graduate instructors to help with this demand is a high priority.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

N/A